



Healthy Relationships Curriculum for Central Indiana Students

This program was created by Domestic Violence Network in honor of Heather Norris and Coriana Johnson.

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Introducing Domestic Violence Network's THE CHANGE PROJECT

What is THE CHANGE PROJECT?

Domestic Violence Network's (DVN) *THE CHANGE PROJECT* teaches middle and high school students about healthy relationships, and is focused on changing the culture that leads to violence within the Central Indiana community. This free program focuses on kindness, shared values, the protective factors of healthy relationships, warning signs of unhealthy and abusive relationships, emotional intelligence, empathy, consent, inclusivity, identity, intersectionality, advocacy, allyship, and empowerment. The curriculum is designed for six sessions with an optional seventh session over the course of a school year or semester, and session content has been adapted from other standards-aligned, evidence-based and evidence-informed curricula. The optional seventh session is intentionally structured with flexibility for a student-driven CHANGE PROJECT that includes advocacy and allyship projects, campaigns, groups, and more. Organizations, institutions, and sources that DVN has referenced to help inform *THE CHANGE PROJECT* include the National Coalition Against Domestic Violence's (NCADV) *Take A Stand For Healthy Relationships*, Dibble Institute's *Relationship Smarts 4.0*, *Safe Dates*, *Love is Respect*, *Teaching Tolerance*, *Transforming Education*, *Futures Without Violence*, *Health Care Education and Training's My Health: My Future*, *Break the Cycle's Love is Not Abuse*, *Yale Center for Emotional Intelligence*, *Northeastern University*, *Peace Over Violence*, *Center for Disease Control and Prevention's (CDC) Dating Matters*, *Coaching Boys Into Men*, *Washington State Coalition Against Domestic Violence*, *Idaho Coalition Against Sexual and Domestic Violence*, *Vermont Network Against Domestic and Sexual Violence*, *Ontario Coalition of Rape Crisis Centres*, *Planned Parenthood*, *One Love Foundation*, as well as many other reputable sources and organizations. *THE CHANGE PROJECT* is rooted within social emotional learning and social justice education principles, and utilizes the CDC's National Health Education Standards (NHES) to ensure the curriculum is establishing, promoting, and supporting health-enhancing behaviors across different ages as well as helping reinforce valuable skills for each student's future.

Need for Healthy Relationship Education in Central Indiana

Marion County fairs very poorly for key risk factors of domestic violence, teen dating violence, sexual violence, and stalking, including high rates of poverty, unemployment, crime, child maltreatment, and single parent households. Rates of dating violence among Indiana high school students are high; thus, the incidence of dating violence in Indiana's largest urban area, Marion County, is also likely high. Based on data from focus groups and surveys, the Marion County community perceives dating violence, sexual violence, and stalking as concerning and prevalent issues among youth and

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young adults further supporting the existing data around these issues. During the planning phase of this program, every focus group articulated that these issues were a "big problem" among middle and high school students and "seen within" their school, program, or environment.

Universal school-based prevention education covering dating violence, sexual violence, and stalking is virtually nonexistent in Marion County according to the *Marion County Strength and Needs Assessment* conducted by DVN. Marion County schools, after-school programs, and college campuses operate under financial strain. The lack of resources internal to their organizations often forces schools to minimize opportunities related to very direct, focused prevention efforts. This shortfall has led to the failure in offering consistent, regular prevention programming and public awareness events to address the problems of dating violence, sexual violence, and stalking. In Marion County schools, curricula options, including options that are evidence-based, around healthy relationships or more specific topics like dating violence, sexual violence, and stalking are lacking or definitively not used. There is currently no evidence of consistent, universal, and free education around the impact of childhood exposure to violence, characteristics of healthy relationships, warning signs of violence, bystander intervention training, implications of technology, media, and social media on relationships, gender identity and sexual orientation, and how and where to get help for children and youth exposed to violence. DVN is utilizing the findings from the needs assessment to fill these gaps within Marion County.

Empowering Healthy Relationships and Cultural Change

During the sessions, young people will learn about healthy versus unhealthy relationships, how to be empathetic, kind, and compassionate community members, how values and communication are important within relationships, social norms, community resources, teen dating violence, consent, how to create and maintain healthy boundaries with friends and dating partners, and how to help peers that may be in an unhealthy or unsafe relationship. Students will also be introduced to concepts and activities around emotional intelligence, identity, intersectionality, and the impact of society's influence on how we behave in relationships. Each session will provide the students with a fun, interactive and comfortable environment to learn and grow. The curriculum uses activities that empower students toward developing healthy relationships rather than solely focusing on the negative aspects of unhealthy or unsafe relationships. Throughout the curriculum sessions, students will focus on self-awareness, self-management, social awareness, relationship skills, and responsible decision-making, the core competencies of social and emotional learning.

Session breakdown

This curriculum model is designed for six classroom sessions of 60 to 75 minutes each with an optional seventh session for a student-driven CHANGE PROJECT. Additional activities can be added if more time is available, and for some lessons, more time may be

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necessary if the student engagement is high. If seven sessions are not available, modifications will be made to incorporate key components of healthy relationships and teen dating violence education. Sessions One, Two, Three, and Six are considered essential if modifications are needed. The curriculum can be presented over a period of days or weeks, depending on your program's schedule. Detailed lesson instructions for presenting the information, activities to reinforce the key concepts, a supplementary powerpoint presentation, and reproducible teacher and student handouts are included for each session. The curriculum package also has supplemental resources for educators, parents, youth, school administration, and others that can be found in the appendix.

Diverse Learning Styles and Environment

Controlling the physical environment is imperative to THE CHANGE PROJECT's impact. For example, rearranging chairs to encourage participation, having the ability to walk around the classroom depending on session activities, and ensuring that the classroom is comfortable for each student should be considered. Due to the nature of the curriculum content, it is very important that students feel as safe as possible. The curriculum outlines the tools needed for each activity.

THE CHANGE PROJECT curriculum is committed to making an impact on each student and includes the following in order to ensure inclusivity of all learners:

- ☆ The use of images, powerpoint slides, flip charts, Smartboards, large print, and various colors for visual learners;
- ☆ The use of videos, listening activities, presentations, and discussion activities for auditory learners;
- ☆ The use of diverse media and the opportunity for creating student-led advocacy projects that are using song or music for aural learners;
- ☆ The use of a teen dating violence simulation, reading activities, and key terms for verbal learners;
- ☆ The use of role playing and interactive games for physical (kinesthetic) learners;
- ☆ The use of reasoning and strategy building activities, lists, and systems for logistical learners;
- ☆ The use of group activities and personal interactions for social learners;
- ☆ The use of working alone, self-reflection, journaling, and visualizations for solitary learners.

The curriculum is considerate of youth frequently learning, socializing, and interacting through social media. There are several opportunities within sessions where facilitators may inquire (and incorporate) the sites they use most, as these can serve as effective organizing platforms. Accessing YouTube, Snapchat, Facebook, Twitter, Instagram, and other social media tools to tap into the ways youth are presently engaging may be helpful, especially for student-driven CHANGE PROJECTs.

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Student Participation and Pronouns

The learning objectives in this curriculum can be achieved through the student participation in the activities provided. Allow the students to self-identify their pronoun to be referred by, and when you call on students, ask their names and try to use those names. Encourage participation by asking questions and giving positive feedback to participants who give constructive responses. Remember not to lecture the teens.

Disclosures and Reporting

Be prepared for disclosures from a teen related to an unhealthy or abusive relationship. DVN recommends that contact with the teen dating violence advocate, school counselor, social worker, Title IX Coordinator, or other appropriate administration is made prior to your presentation to determine their process for disclosures. Know obligations as an educator and advocate and how to report teen dating violence. Please review the handout on disclosures and confidentiality. It is critical that if a teen discloses an abusive dating relationship, you connect the teen to an adult in his or her school or youth group that can help.

Desired Outcomes and Evaluation

Evaluation of the curriculum was in the forefront focus during development. Sessions are developed with intentional, planned goals that can be measured via pre-test and post-test surveys, observation, and satisfaction measures. A logic model has also been created and modified for *THE CHANGE PROJECT* to further outline the impact toward changing the culture that leads to violence. Desired outcomes for the curriculum are as follows:

- ☆ Knowledge gain around unhealthy and healthy relationships, teen dating violence, allyship and advocacy for peers, identity, social norms, emotional intelligence, empathy, and cultural competency for others;
- ☆ Attitude changes around healthy relationships, identity, social norms, and cultural competency for others;
- ☆ Behavior changes around unhealthy and healthy relationships, teen dating abuse, allyship and advocacy for peers, social norms, empathy and cultural competency for others;
- ☆ Classroom, school, and community wide changes around the culture that leads to teen dating violence and unhealthy relationships.

Program Outline

Session One - Kindness, Values, and Healthy Relationships

- ★ Learning Objectives
 - ☆ Students will:
 - Understand THE CHANGE PROJECT and the schedule of topics and activities
 - Define and identify the importance and impact of kindness in their lives
 - Identify values most important to them and how they impact relationships
 - Understand and identify qualities of healthy relationships
 - Identify how these qualities play out in their lives and relationships
- ★ Activities and Timeline | 60-75 minutes
 - ☆ Pre-test assessment | 5-10 minutes or a class before
 - ☆ Introduction to THE CHANGE PROJECT | 5-10 minutes
 - ☆ Trees of Kindness | 10-15 minutes
 - My Kindness Tree
 - The Kindness Tree Impact (Extension)
 - ☆ Values Inventory and Word Cloud | 15-20 minutes
 - ☆ Healthy Relationships | 10-15 minutes
 - Discussion Around Important Qualities
 - Equality Wheel (Extension)
 - Healthy Relationship Quiz
 - ☆ Wrap-up | 3-5 minutes

Session Two - Unhealthy Relationships and Teen Dating Violence

- ★ Learning Objectives
 - ☆ Students will:
 - Recap values and the qualities important for healthy relationships
 - Define and identify types of dating violence
 - Identify the warning signs of dating violence and unhealthy relationships
 - Identify the dynamics of teen dating violence utilizing an interactive teen dating violence simulation with deep discussion
- ★ Activities and Timeline | 60-75 minutes
 - ☆ Recap of Healthy Relationships and Introduction | 2-5 minutes
 - ☆ Introduction to Teen Dating Violence | 10-15 minutes
 - Common language

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- DVN's Power of Images Video Clip (Extension)
- Types of teen dating violence - physical, emotional, verbal, sexual, digital, stalking
- Data Infographics
- ☆ *In Their Shoes: Teens and Dating Violence Simulation* | 25-30 minutes
- ☆ Simulation Discussion | 15-20 minutes
 - Discuss the different relationship scenarios
 - Warning Signs of Unhealthy Relationships
 - Power and Control Wheel (Extension)
- ☆ Wrap-up | 5 minutes

Session Three - Emotional Intelligence

★ Learning Objectives

☆ Students will:

- Be introduced to the definition and flow of emotional intelligence (EQ)
- Recognize and understand different emotions and how they feel
- Understand the importance of managing how they feel using skills such as self-talk
- Understand the importance of identifying the emotions and feelings of others
- Define and identify the importance of empathy
- Identify ways to show empathy to better develop and manage relationships

★ Activities and Timeline | 60-75 minutes

- ☆ Introducing Emotional Intelligence | 5-10 minutes
- ☆ Understanding and Recognizing Emotions | 5-10 minutes
 - Wheel of Emotions
 - Emotions and the Brain Video Clip
 - *Test Your Emotional Intelligence: How well do you read other people?* Quiz from Greater Good Science Center at UC Berkeley (Extension)
- ☆ Circle of Emotional Moments Discussion | 10-12 minutes
- ☆ Positive Self-Talk and Self-Love | 15-18 minutes
 - Defining self-awareness, self-love, and self-talk
 - "Ways to Talk Yourself Up" Discussion
 - A Letter of Love to Yourself Activity
- ☆ Empathy | 15-20 minutes
 - Define and Discuss Empathy
 - A Letter of Love to Someone Who Impacts You Activity
 - Empathy Scenario Groups

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- Create Your Own Empathy Scenario (Extension)
- Ways to Show Empathy
- ☆ Wrap Up | 3-5 minutes
 - IF MY BRAIN HELD A MORNING MEETING Video Clip (Extension)

Session Four - Communication and Consent

- ★ Learning Objectives
 - ☆ Students will:
 - Identify and understand healthy ways to communicate
 - Discuss the importance of healthy digital communication
 - Learn how to establish healthy boundaries through communication
 - Define consent and understand the importance
 - Be able to state the legal age of consent in Indiana
 - Identify a broad range of situations in which consent is needed
 - Discuss the role consent plays within sexual violence
- ★ Activities and Timeline | 60-75 minutes
 - ☆ Introduction and Healthy Communication Discussion | 10-15 minutes
 - ☆ Communicating with Technology Discussion | 10-15 minutes
 - ☆ Consent | 35-40 minutes
 - Tea and Consent Video Clip
 - Defining Consent
 - Sexual Violence Data
 - Age of Legal Consent in Indiana
 - Consent or Not Consent? Activity
 - How and Where to Get Help?
 - What is Title IX?
 - SafeBAE Title IX Video Clip
 - ☆ Wrap-Up | 3-5 minutes

Session Five - Identity and External Influencers

- ★ Learning Objectives
 - ☆ Students will:
 - Define the word identity and how it is shaped by different aspects of their lives
 - Develop an understanding of common language around identity terminology
 - Define and discuss intersectionality, stereotypes, and oppression based on social identity

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- Identify the importance of understanding identity and individuality in relationships
- Define and identify social norms, specifically around gender
- Identify types of external influencers in our society
- Reflect on how these influencers shape them and their relationships
- Analyze the positive and negative impact of each influence on their self-identity
- ★ Activities and Timeline | 60-90 minutes (with Intersectionality extension)
 - ☆ Ice Breaker and Introduction | 5-10 minutes
 - ☆ Understanding and Mapping Identities | 20-25 minutes
 - Identity Discussion
 - Project Identity Video Clip
 - Discuss the Dimensions of Identity
 - The Gender Unicorn by TSER
 - Pieces of Me Activity
 - ☆ Intersectionality (Extension) | 15 minutes
 - Intersectionality Discussion
 - Sometimes You're a Caterpillar Video Clip
 - ☆ Social norms and Stereotypes | 10 minutes
 - Definitions and Discussion
 - Gender-o-meter Video Clip (Extension)
 - ☆ External Influencers | 20-25 minutes
 - Definition and Discussion
 - Who and What Influences Me? Activity
 - How Am I Influenced? Activity (Extension)
 - ☆ Wrap-Up | 5 minutes

Session Six - Being an UPstander, Ally, and Advocate for CHANGE

- ★ Learning Objectives
 - ☆ Students will:
 - Review warning signs of abusive relationships and how to recognize them in others
 - Discuss barriers to seeking help if in an abusive relationship
 - Understand what it means to be compassionate
 - Define bystander, upstander, ally, and advocate
 - Identify and discuss a variety of ways to help a friend or peer who is in an unhealthy or abusive dating relationships, including creating safety plans
 - Learn and be able to share the community resources available for teens in abusive relationships

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- Reflect on what it means to stand up for others
- Recap important components of THE CHANGE PROJECT through The Allyship Game

★ Activities and Timeline

- ☆ Recap, Introduction, and Barriers to Seeking Help | 10-15 minutes
 - #ThatsNotLove Video Series from One Love Foundation
 - Barriers Discussion
- ☆ How to Help A Friend and Safety Planning | 10-15 minutes
 - Compassion Discussion
 - Define Bystander, Upstander, Ally, and Advocate
 - Six Ways to Help a Friend
 - Teen's Guide To Safety Planning by loveisrespect
- ☆ Resources | 5-10 minutes
- ☆ Teen Dating Violence Upstander Mapping Activity | 15-20 minutes
- ☆ THE CHANGE Game | 15-20 minutes
- ☆ Post-test and Wrap-Up | 8-10 minutes

Session Seven - Making THE CHANGE

★ Learning Objectives

- ☆ Students will:
 - Recap THE CHANGE PROJECT
 - Identify how they will be part of the change toward developing a culture of nonviolence in the future
 - Present thoughts, ideas, and tangible project materials for their student-led CHANGE PROJECT
 - Complete the post-test assessment (if not completed in the previous session)

★ CHANGE PROJECT Ideas:

- ☆ School Poster Campaign
- ☆ Classroom Kindness Tree
- ☆ Root Cause Analysis Tree
- ☆ S.M.A.R.T. Goal-setting
- ☆ Art & Activism
- ☆ Social Justice Book Club
- ☆ Youtube/Social Media Video Campaign
- ☆ PhotoVoice Project
- ☆ Digital Story-telling
- ☆ Creating a Podcast

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